Program Policy Proposals

Interim Report

Results of Public Discussions

prepared by

Planning and Evaluation Division
Saskatchewan Education

MATERIAL FOR DISCUSSION PURPOSES

June 1986

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Background

The Minister's Advisory Committee on Curriculum and Instruction Review released its report entitled Directions in February of 1984. Following a series of public meetings the Department of Education hosted a symposium in June, 1984 to discuss public reaction to the recommendations contained in Directions. As a result of the discussions at the symposium, Saskatchewan adopted a new set of provincial goals for education.

Public discussion and deliberation at the symposium suggested that more work was required in developing the concept of a core curriculum. Consequently, the Minister of Education established a Core Curriculum Policy Advisory Committee to clarify policy issues as they relate to the core curriculum. The final report of the committee entitled, Program Policy Proposals, was submitted to the Minister of Education in January 1986.

Public Consultation

To promote an informed public response to the ideas contained in the final report of the Core Curriculum Committee, Saskatchewan Education trained 492 workshop leaders. All leaders were selected locally by Directors/Superintendents of Education or by executive members of educational organizations. From February through May, 1986 these leaders conducted workshops in the province with teachers and parents to discuss the findings of the report and to respond to questions. Many workshops utilized a slide-tape presentation of the proposals and distributed a brochure entitled, "Core Curriculum for Saskatchewan Schools" which gave a brief overview of the core curriculum proposals.

Participants were encouraged to complete a response sheet following the conclusion of each meeting. All sheets were forwarded to the Policy, Planning and Research Branch of Saskatchewan Education for analysis.

Analysis of Response Sheets

Response sheets requested the respondent to rate each of the ten topics under consideration on a 5 point scale from "Strongly Agree" to "Strongly Disagree." Space was available for written comments on each topic. Topic ratings were entered into an electronic database for analysis and storage.

As of June 10, 1986 the Policy, Planning and Research Branch received 13,609 response sheets. All numeric data has been entered into the electronic database. Eight thousand sheets containing written comments have been reviewed by a 5 member Program Policy Evaluation Committee.

Results

Table 1 contains a demographic display of respondents. Most come from non-city areas with almost equal numbers of parents and teachers. Information is provided in Appendix A regarding the response of each group. This information is intended to provide readers with a profile of the types of people who attended the public meetings and where they resided. However, the different groups should not be examined in detail for trends as the groups are not mutually exclusive. A parent, for example, could also be a teacher, educational administrator and a part-time student. Generally, the responses of the groups were similar.

Table 1
Respondents by Location and Type

Location	Number	Percent
City	3,851	28
Town	5,003	37
Farm	3,819	28
Non-Farm	936	7
Total	13,609	100
Type	**Number**	**Percent**
Parent	5,760	42
Teacher	5,979	44
Ed. Admin.	590	4
Trustee	672	5
Student	486	4
Other	122	1
Total	13,609	100

For each of the ten topic areas an average (mean) score was calculated from individual ratings. Each rating was assigned a value according to the following key: 1=Strongly Disagree, 2=Disagree, 3=Undecided, 4=Agree, 5=Strongly Agree.

Figure 1 contains the average value for each topic area. The average value could range from 1 to 5. Any value above three indicates agreement with the topic while any value below three indicates disagreement.

Figure 1
Public Responses to Program Policy Proposals

13,609 Respondents

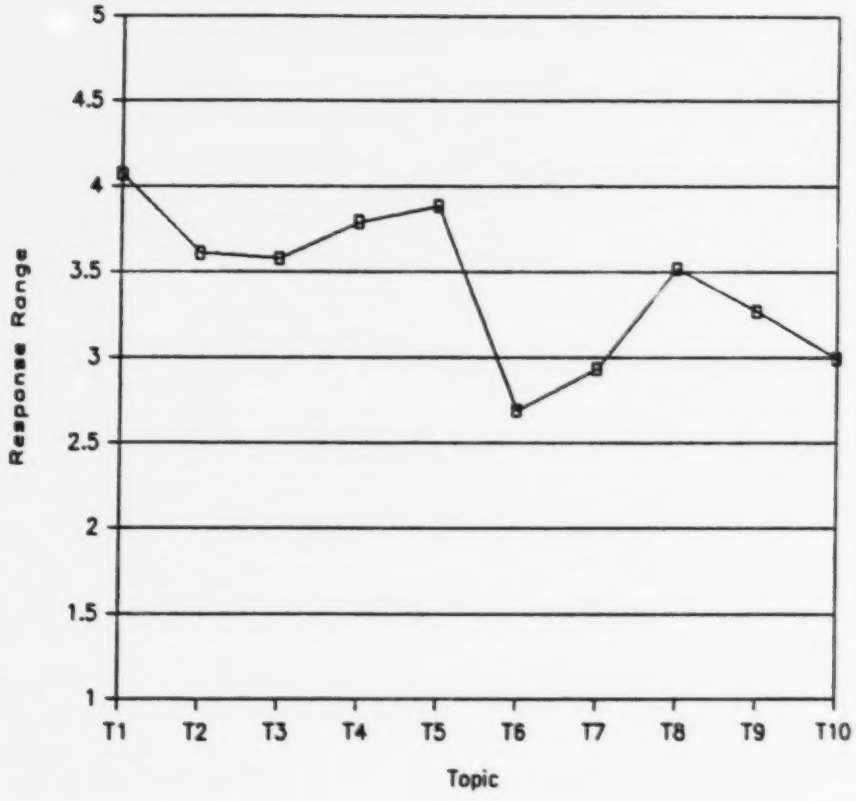


Table 2 contains the average value for each topic area. The average value could range from 1 to 5. Any value above three indicates agreement with the topic while any value below three indicates disagreement. Also included in Table 2 are the average responses of 673 individuals obtained by March 17, 1986. The June results of all 13,609 responses were very similar to those in March.

Table 2
Average Response per Topic*

		June 86 (13,609)	March 86 (673)
Topic 1	Common Essential Learnings	4.08	4.19
Topic 2	Required Areas of Study	3.61	3.74
Topic 3	Balance of Time Local/Provincial	3.58	3.74
Topic 4	Adaptive Component	3.79	3.97
Topic 5	Kindergarten Program	3.89	3.88
Topic 6	Balance of Time Grades 1-5	2.70	2.99
Topic 7	Balance of Time Grades 6-9	2.93	3.06
Topic 8	Credits for Graduation	3.52	3.74
Topic 9	Balance of Time Grade 10	3.27	3.36
Topic 10	Balance of Time Grades 11 and 12	2.99	3.08

* No opinion and no response were categorized as undecided and received a value of 3. The number of no opinion and no response were approximately 2% of the total responses.

Responses by Topic

The number of agree and strongly agree scores were combined as were the number of disagree and strongly disagree scores. These were then converted to percentages. Consequently, each topic on the following pages is displayed according to percentage of agreement, undecided, and disagreement.

Displayed below each graph are the most common written responses associated with the topic, as well as the number and percentage of people making the response. The percentage was calculated by dividing the number of individuals making the comment by 8,000. 8,000 represents the number of response sheets analyzed to date for written comments.

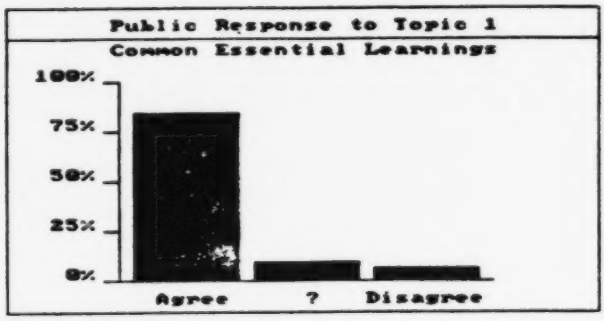
A summary of the written responses is provided at the bottom of the page for each topic. Since summary statements may not always accurately capture the "flavor" of the responses, readers are encouraged to refer to Appendix B where all response categories for each topic are presented.

Topic 1: Common Essential Learnings

Proposed Change

Common essential learnings should be incorporated into all areas of study. These learnings should be developed in the following six categories:

- Communication Skills
- Creative/Critical Thinking
- Independent Learning Skills
- Numerical Literacy
- Personal/Social Skills and Values
- Technological Literacy



3 Most Frequent Comments

N	%	Comment
542	6.77	GOOD TEACHERS ARE DOING THIS ALREADY
519	6.48	GOOD CONCEPT
481	6.01	INSERVICE AND PRESERVICE TEACHER TRAINING NEEDED

Summary of Written Comments

There was general support for the idea of having Common Essential Learnings (CEL). Respondents pointed out that the implementation of this concept will require new curriculum guides, time for teacher preparation, and teacher inservice.

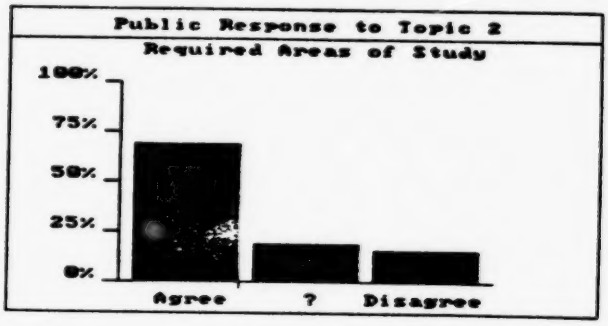
Several questions were raised as to how CEL will be evaluated, who will monitor them, and how they relate to subject evaluation. For example, will students fail a subject if they do not master one common essential learning. Some respondents felt that things should be left as they are, that the concept was too vague, and was too difficult to implement.

Topic 2: Required Areas of Study

Proposed Change

The required areas of study that should form the framework of the Saskatchewan core curriculum at the elementary, middle, and secondary levels are:

- Language Arts
- Mathematics
- Aesthetic Education
- Health Education
- Physical Education
- Science
- Social Studies



3 Most Frequent Comments

N	%	Comment
748	9.35	AESTHETIC EDUCATION NOT COMPULSORY
310	3.87	TEACHERS NEED TIME TO DO ALL THIS
279	3.48	AESTHETIC EDUCATION TOO VAGUE

Summary of Written Comments

There was concern expressed over the inclusion of Aesthetic Education as part of the core. Several subject areas were mentioned as being omitted. These included, among others, a second language, industrial arts, career education, technology studies, home economics, and life skills.

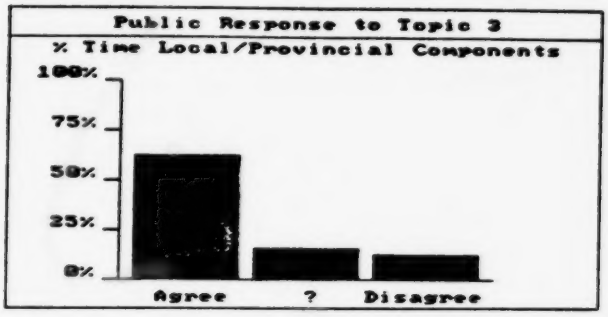
Some people felt that the proposed change was no real change from the present situation. Others stated that if the proposed change was to be implemented special attention would have to be paid to the circumstances of the small school, more staff, funding, and maintaining standards so that the "Basics" are not watered down.

Topic 3: Balance of Time Local/Provincial

Proposed Change

The proposed balance between the percentage of the program to be determined by the Department of Education and the percentage determined by school divisions is listed below:

	Prov.	Local
Elementary	80%	20%
Middle	70%	30%
Secondary	55%	45%



3 Most Frequent Comments

N	%	Comment
561	7.01	WHO DETERMINES LOCAL CONTENT
377	4.71	POSITIVE FEELING BUT SOME CONCERN
358	4.47	IT IS ALREADY HAPPENING

Summary of Written Comments

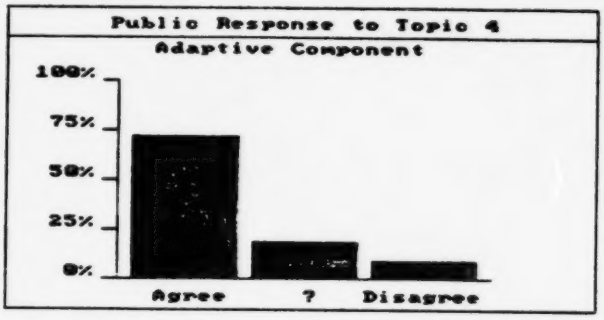
There was general support for the percentage of time given to locally and provincially determined components. Local input was thought to be a positive influence, particularly in providing for individual differences.

More time for Language Arts was viewed as important, as were increases in financial resources. The capability of small schools to implement the proposed change was an issue, as was the need for teacher training.

Topic 4: Adaptive Component

Proposed Change

Thirty per cent of each course of study should be reserved for adapting the curriculum to meet the needs of students. Curriculum guides should include alternate ideas for extension, reinforcement, or enrichment of the instructional program.



3 Most Frequent Comments

N	%	Comment
529	6.61	TEACHERS NEED SUPPORT, INSERVICE, PREP TIME, ETC.
490	6.12	ALLOWS FOR INDIVIDUALIZATION
483	6.03	GENERALLY LIKE THE IDEA

Summary of Written Comments

The adaptive component received many supportive comments regarding its provision for the individualization of student learning. Particular implementation concerns centered on the need for teacher support systems such as inservice, evaluation techniques, and financial support for curriculum development to make the 30%-70% breakdown realistic. From the student's perspective, respondents stressed the need to provide for both flexibility in learning and control of standards.

Topic 5: Kindergarten Program

Proposed Change

The kindergarten program should lay the foundation for the required areas of study. Common essential learnings should be built into the kindergarten program where appropriate.

3 Most Frequent Comments

N	%	Comment
583	7.28	AGREE WITH PROPOSAL
349	4.36	DO NOT SEE ANY CHANGE
340	4.25	LEAVE AS IS

Summary of Written Comments

The kindergarten program proposal received support.

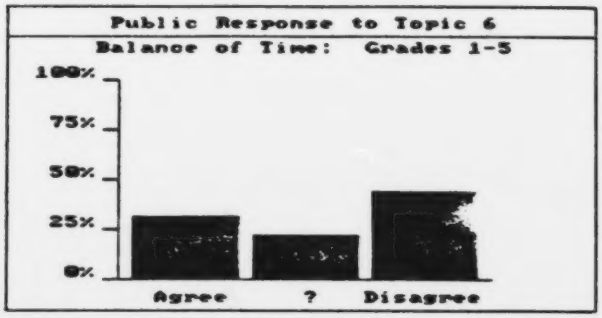
A curriculum guide was seen as a necessary step for the development of the common essential learnings and providing for correlation between kindergarten and grade one. Several respondents felt that the kindergarten program should be compulsory but that it must not become too structured or an early form of grade one.

Topic 6: Balance of Time Grades 1 - 5

Proposed Change

The following allocation of time should be considered for the required areas of study in grades 1 through 5:

Subject	Minutes Per Week
Language Arts	350
Mathematics	210
Aesthetic Education	160
Health Ed./Physical Ed.	160
Science	160
Social Studies	160
Locally Determined Options	300
Total	1500



3 Most Frequent Comments

N	%	Comment
2726	34.07	MORE LANGUAGE ARTS TIME REQUIRED
267	3.33	AGREE WITH PROPOSAL
241	3.01	MUST INSURE TEACHERS IN OTHER AREAS TEACH LANGUAGE ARTS

Summary of Written Comments

The proposed changes in the grades one to five (1-5) program generated many comments related to the decreased time in the language arts component. Particular suggestions included a decrease in locally determined time and an increase in time for physical education, mathematics, and aesthetic education, as well as language arts.

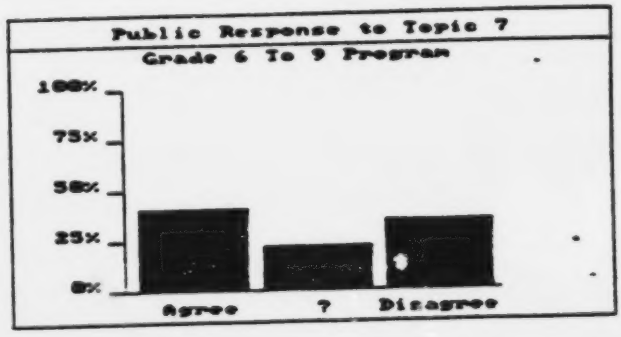
Many respondents agreed with the proposed changes and stressed the need to provide more departmental control over local options.

Topic 7: Balance of Time Grades 6 - 9

Proposed Change

The following allocation of time should be considered for the required areas of study at the middle level (grades 6 to 9):

Subject	Minutes Per Week
Language Arts	230
Mathematics	200
Aesthetic Education	155
Health Ed./Physical Ed.	155
Science	155
Social Studies	155
Locally Determined Options	450
Total	1500



3 Most Frequent Comments

N	%	Comments
1231	15.38	MORE TIME NEEDED THAN PROPOSED FOR LANGUAGE ARTS
501	6.26	MORE TIME FOR HEALTH/PHYSICAL EDUCATION
210	2.63	450 MINUTES TOO MUCH TIME FROM ACADEMICS/CORE

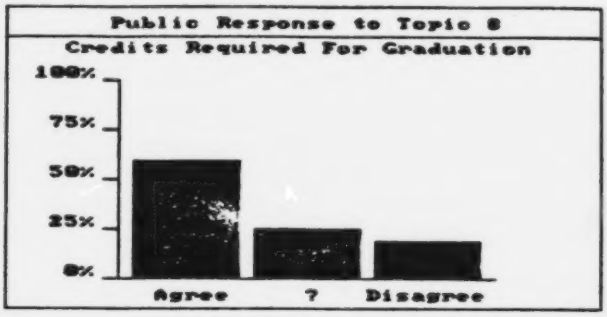
Summary of Written Comments

Proposed changes to the grade six to nine (6-9) program raised several concerns regarding the time allocation to physical education, health, aesthetic education, and guidance. Most respondents agreed that both physical education and health required more time at these grade levels and suggested that it would best be provided by separating the two. Guidance was also suggested as necessary at this age level.

Topic 8: Credits for Graduation

Proposed Change

To graduate from grade 12 a student should have at least 24 credits representing 2,400 hours of classroom instruction (one credit = 100 hours).



3 Most Frequent Comments

N	%	Comment
605	7.56	AGREE WITH MORE (24) CREDITS
198	2.47	PROPOSAL IS A GOOD IDEA
147	1.83	CONCERN REGARDING LANGUAGE ARTS REDUCTION

Summary of Written Comments

Many comments agreed with the proposal for 24 credits and related proposals. They also suggested that Aesthetic Education and Health/Physical Education not be compulsory and that more time be given to Language Arts. This was countered by several respondents who saw Health and Physical Education as important at this level.

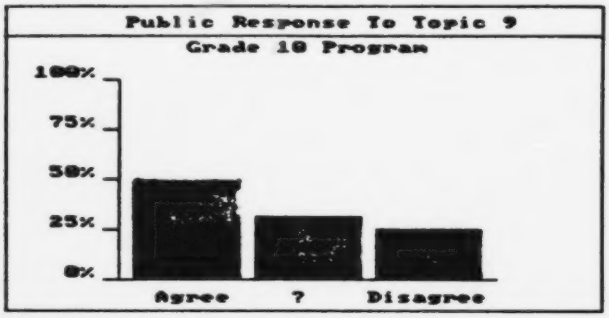
Many individuals liked the proposed change while others stressed that fewer electives would be a better idea. There was some feeling that 2 English credits should be compulsory. In addition, several respondents felt that things should be left as they are. Several raised the issue of the role of the small school in program delivery.

Topic 9: Balance of Time Grade 10 Program

Proposed Change

All grade 10 students must study in the following areas:

- Language Arts
- Mathematics
- Aesthetic Education
- Health Ed./Physical Ed.
- Science
- Social Studies



In addition, students must take a minimum of two elective courses from any area of study.

3 Most Frequent Comments

N	%	Comment
629	7.86	AESTHETIC EDUCATION NOT COMPULSORY
595	7.43	MORE LANGUAGE ARTS
297	3.71	HEALTH/PHYSICAL EDUCATION NOT COMPULSORY

Summary of Written Comments

Proposed changes to the grade 10 program received a good deal of support, particularly if counselling is available to students to make it work. General concerns centered on the required areas of study. Many agreed that Language Arts time should be increased.

A smaller number of responses suggested that the grade 10 program should require more compulsory subjects. This was of particular concern with regards to implementation of a large number of electives in small schools.

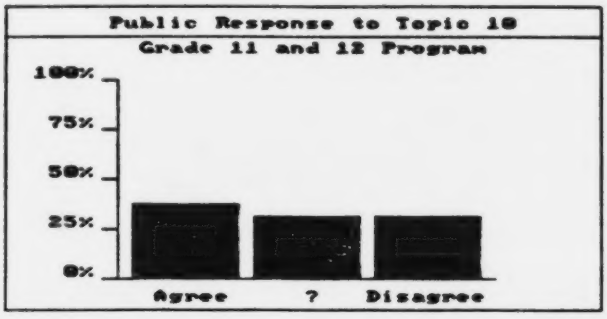
Topic 10: Balance of Time Grades 11 and 12

Proposed Change

Students must take language arts in both grade 11 and 12. During the two years, students must take one course from each of the following areas of study:

- Mathematics
- Aesthetic Education
- Health Ed./Physical Ed.
- Science
- Social Studies

During the two years, students must also acquire a minimum of nine elective credits. A minimum of three credits must be taken in applied or practical courses.



3 Most Frequent Comments

N	%	Comment
869	10.80	MORE LANGUAGE ARTS
418	5.22	AESTHETIC EDUCATION NOT COMPULSORY
395	4.93	LESS ELECTIVES MORE COMPULSORIES

Summary of Written Comments

Particular suggestions were aimed at the required areas of study. Recommendations supported compulsory components, mainly in language arts, math, and science. It was suggested that aesthetic education and health/physical education should not be compulsory at this level.

The need to maintain academic standards and meet university standards was seen as important. There was a perceived need to increase counselling services to students.

APPENDIX A

DATA FROM RATING TOPICS 1-10

Topic 1: Common Essential Learnings

	Number						Percentage			
	SA	A	UN	D	SD	T	A*	UN**	D***	T
City	1231	2042	313	156	109	3851	84.99	8.127	6.881	100
Town	1462	2840	472	160	69	5003	85.98	9.434	4.577	100
Farm	1037	2198	417	98	69	3819	84.70	10.91	4.372	100
NFarm	302	492	90	34	18	936	84.82	9.615	5.555	100
Parent	1577	3170	664	209	140	5760	82.41	11.52	6.059	100
Teach	1809	3387	493	193	97	5979	86.90	8.245	4.850	100
Ed Ad	257	294	26	8	5	590	93.38	4.406	2.203	100
Truste	209	385	50	18	10	672	88.39	7.440	4.166	100
Studnt	136	272	51	19	8	486	83.95	10.49	5.555	100
Other	44	64	8	1	5	122	88.52	6.557	4.918	100
Total	4032	7572	1292	448	265	13609	85.26	9.493	5.239	100

Topic 2: Required Areas of Study

	Number						Percentage			
	SA	A	UN	D	SD	T	A	UN	D	T
City	649	1879	601	468	254	3851	65.64	15.60	18.74	100
Town	712	2657	913	496	225	5003	67.33	18.24	14.41	100
Farm	508	2036	739	368	168	3819	66.61	19.35	14.03	100
NFarm	167	485	162	78	44	936	69.65	17.30	13.03	100
Parent	804	2981	1045	612	318	5760	65.71	18.14	16.14	100
Teach	910	3127	1063	603	276	5979	67.51	17.77	14.70	100
Ed Ad	129	311	84	40	26	590	74.57	14.23	11.18	100
Truste	93	384	104	60	31	672	70.98	15.47	13.54	100
Studnt	80	186	100	84	36	486	54.73	20.57	24.69	100
Other	20	68	19	11	4	122	72.13	15.57	12.29	100
Total	2036	7057	2415	1410	691	13609	66.81	17.74	15.43	100

*Sum of "SA" and "A" categories divided by "T" - Total.
**Sum of "UN" category, "No Response" and "No Opinion" divided by "T" - Total.
***Sum of "D" and "SD" categories divided by "T" - Total

APPENDIX A (Continued)

Topic 3: Balance of Time Local/Provincial

	Number						Percentage			
	SA	A	UN	D	SD	T	A	UN	D	T
City	582	1921	766	367	215	3851	64.99	19.89	15.11	100
Town	680	2533	1101	470	219	5003	64.22	22.00	13.77	100
Farm	446	1938	908	357	170	3819	62.42	23.77	13.79	100
NFarm	145	454	183	104	50	936	63.99	19.55	16.45	100
Parent	683	2870	1295	585	327	5760	61.68	22.48	15.83	100
Teach	824	3033	1298	563	261	5979	64.50	21.70	13.78	100
Ed Ad	138	304	91	37	20	590	74.91	15.42	9.661	100
Truste	96	350	137	66	23	672	66.36	20.38	13.24	100
Studnt	92	237	100	40	17	486	67.69	20.57	11.72	100
Other	20	52	37	7	6	122	59.01	30.32	10.65	100
Total	1853	6846	2958	1298	654	13609	63.92	21.73	14.34	100

Topic 4: Adaptive Component

	Number						Percentage			
	SA	A	UN	D	SD	T	A	UN	D	T
City	881	1808	711	288	163	3851	69.82	18.46	11.71	100
Town	1109	2530	878	338	148	5003	72.73	17.54	9.714	100
Farm	789	1882	754	272	122	3819	69.93	19.74	10.31	100
NFarm	237	434	162	70	33	936	71.68	17.30	11.00	100
Parent	1193	2814	1076	432	245	5760	69.56	18.68	11.75	100
Teach	1343	2920	1139	401	176	5979	71.29	19.05	9.650	100
Ed Ad	167	297	78	36	12	590	78.64	13.22	8.135	100
Truste	147	322	121	66	16	672	69.79	18.00	12.20	100
Studnt	132	239	72	28	15	486	76.33	14.81	8.847	100
Other	34	62	19	5	2	122	78.68	15.57	5.737	100
Total	3016	6654	2505	968	466	13609	71.05	18.40	10.53	100

APPENDIX A (Continued)

Topic 5: Kindergarten Program

	Number						Percentage			
	SA	A	UN	D	SD	T	A	UN	D	T
City	1062	1781	610	240	158	3851	73.82	15.84	10.33	100
Town	1284	2542	756	265	156	5003	76.47	15.11	8.414	100
Farm	876	2119	444	241	139	3819	78.42	11.62	9.950	100
NFarm	247	480	128	49	32	936	77.67	13.67	8.653	100
Parent	1353	3135	677	364	231	5760	77.91	11.75	10.32	100
Teach	1603	2861	1015	311	189	5979	74.66	16.97	8.362	100
Ed Ad	205	285	72	19	9	590	83.05	12.20	4.745	100
Truste	170	374	63	47	18	672	80.95	9.375	9.672	100
Studnt	104	211	93	48	30	486	64.81	19.13	16.04	100
Other	34	56	18	6	8	122	73.77	14.75	11.47	100
Total	3469	6922	1938	795	485	13609	76.35	14.24	9.405	100

Topic 6: Balance of Time Grades 1 - 5

	Number						Percentage			
	SA	A	UN	D	SD	T	A	UN	D	T
City	206	843	817	969	1016	3851	27.23	21.21	51.54	100
Town	246	1412	1148	1204	993	5003	33.14	22.94	43.91	100
Farm	156	1148	901	904	710	3819	34.14	23.59	42.26	100
NFarm	57	278	187	211	203	936	35.79	19.97	44.23	100
Parent	263	1630	1305	1349	1213	5760	32.86	22.65	44.47	100
Teach	251	1418	1299	1561	1450	5979	27.91	21.72	50.35	100
Ed Ad	52	200	136	115	87	590	42.71	23.05	34.23	100
Truste	41	29	151	149	102	672	40.17	22.47	37.35	100
Studnt	52	160	132	93	49	486	43.62	27.16	29.21	100
Other	6	44	30	21	21	122	40.98	24.59	34.42	100
Total	665	3681	3053	3288	2922	13609	31.93	22.43	45.63	100

APPENDIX A (Continued)

Topic 7: Balance of Time Grades 6 - 9

	Number						Percentage			
	SA	A	UN	D	SD	T	A	UN	D	T
City	195	1062	1021	890	683	3851	32.64	26.51	40.84	100
Town	221	1737	1291	1118	636	5003	39.13	25.80	35.05	100
Farm	139	1479	1030	737	434	3819	42.36	26.97	30.66	100
NFarm	47	317	256	194	122	936	38.88	27.35	33.76	100
Parent	254	2162	1418	1161	765	5760	41.94	24.61	33.43	100
Teach	219	1683	1685	1429	963	5979	31.81	28.18	40.00	100
Ed Ad	43	245	139	107	56	590	48.81	23.55	27.62	100
Truste	34	295	154	128	61	672	48.95	22.91	28.12	100
Studnt	43	163	170	89	21	486	42.38	34.97	22.63	100
Other	9	47	32	25	9	122	45.90	26.22	27.86	100
Total	602	4595	3598	2939	1875	13609	38.18	26.43	35.37	100

Topic 8: Credits for Graduation

	Number						Percentage			
	SA	A	UN	D	SD	T	A	UN	D	T
City	661	1415	1048	389	338	3851	53.90	27.21	18.87	100
Town	940	2091	1180	470	321	5002	60.59	23.59	15.81	100
Farm	613	1691	894	362	259	3819	60.32	23.40	16.26	100
NFarm	181	386	213	90	66	936	60.57	22.75	16.66	100
Parent	834	2522	1404	572	428	5760	58.26	24.37	17.36	100
Teach	1146	2337	1522	560	413	5978	58.26	25.46	16.27	100
Ed Ad	165	194	165	36	30	590	60.84	27.96	11.18	100
Truste	156	308	108	62	38	672	69.04	16.07	14.88	100
Studnt	75	165	113	67	66	486	49.38	23.25	27.36	100
Other	19	57	23	14	9	122	62.29	18.85	18.85	100
Total	2395	5583	3335	1311	984	13608	58.62	24.50	16.86	100

APPENDIX A (Continued)

Topic 9: Balance of Time Grade 10

	Number						Percentage			
	SA	A	UN	D	SD	T	A	UN	D	T
City	385	1418	1058	577	413	3851	46.81	27.47	25.70	100
Town	472	2075	1289	737	430	5003	50.90	25.76	23.32	100
Farm	309	1666	980	574	290	3819	51.71	25.66	22.62	100
NFarm	113	418	197	134	74	936	56.73	21.04	22.22	100
Parent	488	2488	1360	892	532	5760	51.66	23.61	24.72	100
Teach	552	2334	1691	854	548	5979	48.26	28.28	23.44	100
Ed Ad	81	231	176	64	38	590	52.88	29.83	17.28	100
Truste	74	317	135	95	51	672	58.18	20.08	21.72	100
Studnt	69	157	128	98	34	486	46.50	26.33	27.16	100
Other	15	50	34	19	4	122	53.27	27.86	18.85	100
Total	1279	5577	3524	2022	1207	13609	50.37	25.89	23.72	100

Topic 10: Balance of Time Grades 11 and 12

	Number						Percentage			
	SA	A	UN	D	SD	T	A	UN	D	T
City	245	1002	1227	707	670	3851	32.38	31.86	35.75	100
Town	306	1586	1575	881	655	5003	37.81	31.48	30.70	100
Farm	242	1366	1157	630	424	3819	42.10	30.29	27.59	100
NFarm	82	319	235	174	126	936	42.84	25.10	32.05	100
Parent	374	2057	1661	943	725	5760	42.20	28.83	28.95	100
Teach	348	1638	1944	1134	915	5979	33.21	32.51	34.26	100
Ed Ad	44	155	211	102	78	590	33.72	35.76	30.50	100
Truste	54	257	188	104	69	672	46.27	27.97	25.74	100
Studnt	44	127	149	88	78	486	35.18	30.65	34.15	100
Other	11	39	41	21	10	122	40.98	33.60	25.40	100
Total	875	4273	4194	2392	1875	13609	37.82	30.81	31.35	100

APPENDIX B

WRITTEN RESPONSES

Topic 1: Common Essential Learnings

#	%	Comment
542	6.77	GOOD TEACHERS ARE DOING THIS ALREADY
519	6.48	GOOD CONCEPT
481	6.01	INSERVICE AND PRESERVICE TEACHER TRAINING NEEDED
266	3.32	LEAVE THINGS AS THEY ARE
261	3.26	CURRICULUM GUIDES AND TEXTS WILL BE NEEDED
218	2.72	HOW WILL COMMON ESSENTIAL LEARNINGS BE EVALUATED?
211	2.63	HOW WILL WE MONITOR COMMON ESSENTIAL LEARNINGS?
203	2.53	HOW DO YOU EVALUATE VALUES?
164	2.05	FORMALIZES PRESENT SITUATION
163	2.03	TEACHERS WILL NEED TIME TO PREPARE
158	1.97	CONCEPT TOO VAGUE TO ACCEPT
153	1.91	DIFFICULT TO IMPLEMENT
95	1.18	FUNDING FOR INSERVICE, TEXTS, FACILITIES NEEDED
79	0.98	YOU CAN'T INTEGRATE COMMON ESSENTIAL LEARNINGS INTO EVERY AREA
76	0.95	HOW DO YOU RELATE COMMON ESSENTIAL LEARNING EVALUATION TO SUBJECT EVALUATION?
33	0.41	HOW DO YOU EVALUATE ALL OF THIS?
26	0.32	SHARED RESPONSIBILITY LEADS TO NO RESPONSIBILITY
12	0.15	HOW DO YOU MONITOR IT THROUGHOUT THE PROVINCE?

APPENDIX B (Continued)

WRITTEN RESPONSES

Topic 2: Required Areas of Study

#	%	Comment
748	9.35	AESTHETIC EDUCATION NOT COMPULSORY
310	3.87	TEACHERS NEED TIME TO DO ALL THIS
279	3.48	AESTHETIC EDUCATION TOO VAGUE
252	3.15	GOOD CONCEPT
241	3.01	DIFFICULT FOR SMALL SCHOOLS
240	0.03	WHO CAN TEACH ALL AREAS OF AESTHETIC EDUCATION?
222	2.77	PHYSICAL EDUCATION SHOULD NOT BE COMPULSORY
207	2.58	LANGUAGE ARTS NEEDS MORE TIME
199	2.48	NO REAL CHANGE
162	2.02	LEAVE AS IS - MONITOR EXISTING PROGRAM
159	1.98	GOOD TO INCLUDE AESTHETIC EDUCATION
151	1.88	OMITS SECOND LANGUAGE/FRENCH
148	1.85	OMITS HOME ECONOMICS/INDUSTRIAL ARTS/LIFE SKILLS
138	1.72	MORE STAFF NEEDED
136	1.70	TEACHER SUPPORT FOR SPECIAL STUDENTS NEEDED
136	1.70	DIFFICULT FOR STUDENTS
128	1.60	BASICS WILL BE WATERED DOWN
121	1.51	LIMITS STUDENT CHOICE
109	1.36	OMITS GUIDANCE AND CAREER EDUCATION
101	1.26	MORE FUNDING NEEDED
101	1.26	WILL IT BE ACCEPTABLE TO POST-SECONDARY INSTITUTIONS?
101	1.26	FUNDING NEEDED
96	1.20	HEALTH SHOULD NOT BE COMPULSORY
91	1.13	TEACHER INSERVICE AND PRESERVICE NEEDED
83	1.03	SEPARATE HEALTH AND PHYSICAL EDUCATION
76	0.95	KEEP MUSIC AND ART SEPARATE
63	0.78	TIME NEEDED FOR IMPLEMENTATION
56	0.70	CORE SHOULD NOT DECREASE IN HIGHER GRADES
33	0.41	OMITS TECHNOLOGY STUDIES/COMPUTERS
31	0.38	COMBINE HEALTH AND PHYSICAL EDUCATION
25	0.31	TOO VAGUE, GENERAL
24	0.30	TOO MANY ELECTIVES
22	0.27	GOOD TO INCLUDE PHYSICAL EDUCATION AND HEALTH
19	0.23	OMITS SPECIAL EDUCATION
16	0.20	REPETITION, OVERLAP, BOREDOM
12	0.15	OMITS CHRISTIAN ETHICS
10	0.12	OMITS SENSORY MOTOR AREAS

APPENDIX B (Continued)

WRITTEN RESPONSES

Topic 3: Balance of Time Local/Provincial

#	%	Comment
561	7.01	WHO DETERMINES LOCAL CONTENT?
377	4.71	POSITIVE FEELING BUT SOME CONCERN
358	4.47	ITS ALREADY HAPPENING
319	3.98	LOCAL INPUT GOOD IDEA
247	3.08	LIKE NEW PROPOSAL
227	2.83	CONCERN ABOUT THE PERCENTAGE BREAKDOWN
225	2.81	PROVIDES FOR INDIVIDUAL DIFFERENCES, FLEXIBILITY
202	2.52	CONCERN ABOUT SMALL SCHOOL CAPABILITY
192	2.40	CONCERN ABOUT FRAGMENTATION
143	1.78	MORE LANGUAGE ARTS
109	1.36	TEACHERS NEED SUPPORT, RETRAINING AND RESOURCES
102	1.27	LIKE NEW PROPOSAL WITH RESERVATION
98	1.22	STANDARDS WILL BE WATERED DOWN
96	1.20	CHOICES YES BUT KEEP THE BASICS
84	1.05	CONCERN THAT 30% WON'T BE USED
82	1.02	CONCERN FOR TRANSFER OF STUDENTS SCHOOL TO SCHOOL
75	0.93	STICK TO BASICS WITH NO OR FEW CHOICES
65	0.81	TEACHERS SHOULD DETERMINE INPUT
49	0.61	STUDENTS WILL NEED GUIDANCE
48	0.60	LIKE PROGRAM AS IT IS
47	0.58	DISLIKE NEW PROPOSAL
46	0.57	CONCERN ABOUT CONTINUITY
44	0.55	CONCERN FOR UNIVERSITY ENTRANCE
43	0.53	CURRICULUM OVERLOAD
42	0.52	CONCERN FOR EVALUATION OF PROGRAM
36	0.45	DIFFERENCE BETWEEN ADAPTIVE COMPONENT AND LOCALLY DETERMINED OPTIONS
34	0.42	STUDENTS NEED CHOICES
33	0.41	WORDING VAGUE IN QUESTIONNAIRE
32	0.40	REORGANIZE PRESENT PROGRAM
30	0.37	LESS EXTRA-CURRICULAR TIME FOR SECONDARY
29	0.36	TEACHERS WILL NEED MORE PREPARATION TIME
27	0.33	WILL EXISTING COURSES BE CUT BACK?
25	0.31	LIKE THE PERCENTAGE BREAKDOWN
23	0.28	TOO EXPENSIVE
23	0.28	SECOND LANGUAGE SHOULD BE OPTIONAL
22	0.27	QUESTION RELIGIOUS INSTRUCTION
22	0.27	WHAT ABOUT SPECIAL NEEDS CHILDREN?
21	0.26	CONCERN ABOUT EVALUATION AND STANDARD EXAMS
21	0.26	SECOND LANGUAGE SHOULD BE COMPULSORY
19	0.23	WORRIED ABOUT TEACHER/COMMUNITY RELATIONS

APPENDIX B (Continued)

WRITTEN RESPONSES

Topic 3: Balance of Time Local/Provincial (Continued)

#	%	Comment
17	0.21	OPTIONS SHOULD BE FOR SECONDARY LEVEL ONLY
15	0.18	NOT ENOUGH TIME FOR RELIGION, FAMILY LIFE
12	0.15	SHOULD ALLOW FOR 100% IF NEEDED
12	0.15	GIFTED CHILDREN NEED MORE STIMULATION
11	0.13	MORE LOCAL TIME
9	0.11	NEED LOWER PUPIL TEACHER RATIO
9	0.11	ONLY A CHANGE IN WORDING
7	0.08	LOCAL MEANS WHAT THE TEACHER IS GOOD AT
7	0.08	WILL CHOICES EXIST FOR INDIVIDUALS OR ENTIRE CLASSES?
6	0.07	HOW TO REVISE LATER?
6	0.07	AESTHETIC EDUCATION SHOULD INCREASE
5	0.06	MORE LOCAL INPUT ON SECOND LANGUAGE
5	0.06	BASED ON CONTENT RELATIONS BETWEEN SUBJECT GRADE
5	0.06	NATIVE INPUT IMPORTANT
5	0.06	FACILITIES NEEDED
5	0.06	RICH GET ALL THE BENEFITS
3	0.03	FLEXIBILITY NECESSARY
3	0.03	SCHOOL DAY LONGER

APPENDIX B (Continued)

WRITTEN RESPONSES

Topic 4: Adaptive Component

#	%	Comment
529	6.61	TEACHERS NEED SUPPORT, INSERVICE, PREPARATION TIME
490	6.12	ALLOWS FOR INDIVIDUALIZATION
483	6.03	GENERALLY LIKE THE IDEA
340	4.25	CONCERNED THAT 70%-30% BREAKDOWN IS UNREALISTIC FOR TEACHER
235	2.93	ALREADY HAPPENING
213	2.66	CONCERN ABOUT FINANCING FOR PROGRAM IMPLEMENTATION
155	1.93	WHO DETERMINES LOCAL CONTENT AND HOW?
99	1.23	CONCERN ABOUT STUDENT TRANSFER YEAR TO YEAR AND SCHOOL
97	1.21	CONCERN ABOUT EFFECT ON SPECIAL EDUCATION
95	1.18	STANDARDS WILL BE WATERED DOWN
89	1.11	NEED FOR CONTROL AND FLEXIBILITY
75	0.93	TOO MUCH FLEXIBILITY IN ADAPTIVE COMPONENT NOT GOOD
69	0.86	REDUCE CONTENT TO ALLOW MORE TIME FOR ENRICHMENT
68	0.85	REDUCE PUPIL TEACHER RATIO
67	0.83	LIKE IDEA WITH SOME RESERVATION
63	0.78	TOO IDEALISTIC
56	0.70	STRESS IMPORTANCE OF BASICS
56	0.70	CONCERN ABOUT CAPABILITY OF SMALLER SCHOOLS
54	0.67	DISLIKE THE IDEA
48	0.60	MORE LANGUAGE ARTS
45	0.56	CONCERN ABOUT PROGRAM DELIVERY AND EVALUATION
45	0.56	LOCALLY DETERMINED STRUCTURE IS CRUCIAL
45	0.56	LIKE IDEA OF LOCAL COMMUNITY AND CULTURAL INPUT
38	0.47	MATERIAL SHOULD BE PROVINCIALLY STANDARDIZED
37	0.46	CONCERN THAT THE EXTRA 30% WILL BE WASTED BY TEACHERS
37	0.46	TEACHER INSERVICE WILL TAKE AWAY FROM STUDENT LEARNING
30	0.37	30% TOO HIGH
26	0.30	NEEDS RECOGNITION IN STUDENT EVALUATION
21	0.26	DISSATISFACTION WITH DESCRIPTION
16	0.20	CONCERN ABOUT TEACHER, PARENT AND COMMUNITY RELATIONS
16	0.20	CONCERN THAT 70% WILL TURN INTO 100%
14	0.17	REMEDIATION AND ENRICHMENT SHOULD BE SEPARATE AND EQUAL
13	0.16	100% SHOULD BE ADAPTABLE
12	0.15	CONCERNS ABOUT RURAL STUDENTS GOING ON TO UNIVERSITY
12	0.15	ADAPTIVE TIME SHOULD BE TRANSFERABLE ACROSS SUBJECT AREAS

APPENDIX B (Continued)

WRITTEN RESPONSES

Topic 4: Adaptive Component (Continued)

#	%	Comment
11	0.13	NEED MORE STRUCTURE AT SECONDARY LEVEL
11	0.13	TEXTS SHOULD BE PROVINCIALLY AND NATIONALLY ORIENTED
9	0.11	WILL GIVE FALSE SENSE OF GRADUATING WITH FULL CREDITS
9	0.11	ADAPTIVE MEANS EXTRA WORK IN PROBLEM AREAS
9	0.11	NEED LONG-RANGE PLANNING
9	0.11	GOOD, IF IT ALLOWS FOR RELIGION, ETHICS, AND 2ND LANGUAGE
8	0.10	MORE NATIVE INPUT NECESSARY
8	0.10	30% MUST BE APPROPRIATED
8	0.10	NEEDS INPUT FROM TEACHERS BEFORE DECISION IS MADE
7	0.08	NEGLECTS AVERAGE STUDENT
6	0.07	NEEDS MORE PHYSICAL EDUCATION
6	0.07	SHOULD SCHOOLS PROVIDE RELIGION AND ETHICS
6	0.07	COUNSELLING SHOULD BE AVAILABLE
6	0.07	CONCERN FOR STUDENTS WHO CAN'T ACQUIRE COMMON ESSENTIAL LEARNINGS.
5	0.06	CONCERN OVER NEGATIVE EFFECTS ON PROBLEM CHILDREN
4	0.05	WILL PROGRAMS NEED TO BE WRITTEN FOR EACH STUDENT?
4	0.05	WILL SYSTEMS BE ABLE TO USE CURRENT COURSES?
4	0.05	ELECTIVES MAY BE SHORT CHANGED
4	0.05	30% TOO LOW
3	0.03	CAN'T BE DONE PROVINCIALLY BECAUSE OF LOCAL NEEDS
3	0.03	ADAPTIVE COMPONENT SHOULD DEAL DIRECTLY WITH SUBJECT
3	0.03	WILL CONTINUOUS PROGRESS BE ALLOWED
3	0.03	OPTIONS SHOULD BE OFFERED BUT NOT REQUIRED
2	0.02	ADOPTION IN LANGUAGE ARTS ONLY
2	0.02	SHOULD BE AGE SYSTEM RATHER THAN GRADE
2	0.02	PILOT CLASSES COULD GROW TO DIVISION-WIDE
2	0.02	6-9 SHOULD HAVE GUIDANCE, CAREER ED, LAW
2	0.02	NEEDS TO BE DECIDED THROUGH SCHOOL YEAR
1	0.01	HEALTH AND PHYSICAL EDUCATION SEPARATE
1	0.01	CREATION SCIENCE TAUGHT BY MEMBER OF THAT ASSOCIATION
1	0.01	INTRODUCTION TO DRAMA K-12
1	0.01	COURSES CHOSEN BY DEPARTMENT MAY BE TOO DEMANDING
1	0.01	COMPULSORY COMPONENT NEEDS TO BE WELL CONTROLLED

APPENDIX B (Continued)

WRITTEN RESPONSES

Topic 5: Kindergarten Program

#	%	Comment
583	7.28	AGREE WITH PROPOSAL
349	4.36	DO NOT SEE ANY CHANGE
340	4.25	LEAVE AS IS
226	2.82	KINDERGARTEN SHOULD BE COMPULSORY
129	1.61	CURRICULUM GUIDE NECESSARY
104	1.30	OVER-STRUCTURED
43	0.53	LEARNING FACILITATED THROUGH THROUGH ACTIVITIES
42	0.52	MORE CORRELATION BETWEEN KINDERGARTEN AND GRADE 1 NEEDED
40	0.50	KIDS SHOULD BE CHILDREN AND HAVE FUN
34	0.42	TOO EARLY TO INTRODUCE SOME CONTENT
32	0.40	CONSISTANT KINDERGARTEN PHILOSOPHY REQUIRED
18	0.22	KINDERGARTEN SHOULD NOT BE COMPULSORY
9	0.11	DO NOT UNDERSTAND QUESTION
8	0.10	SHOULD HAVE FRENCH
7	0.08	CONCERN ABOUT FUNDING
6	0.07	KINDERGARTEN NOT NECESSARY
6	0.07	WILL CREATE A MODIFIED GRADE ONE
5	0.06	MUST BE A GOOD ADAPTIVE COMPONENT
4	0.05	MUST REMAIN FLEXIBLE
1	0.01	PRE-SCHOOL CONCEPT BETTER THAN KINDERGARTEN

APPENDIX B (Continued)

WRITTEN RESPONSES

Topic 6: Balance of Time Grades 1-5

#	%	Comment
2726	34.1	MORE LANGUAGE ARTS TIME REQUIRED
267	3.33	AGREE WITH PROPOSAL
241	3.01	MUST INSURE TEACHERS IN OTHER AREAS TEACH LANGUAGE ARTS
238	2.97	DO NOT COMBINE HEALTH AND PHYSICAL EDUCATION
226	2.82	DO NOT REDUCE PHYSICAL EDUCATION/HEALTH TIME
192	2.40	LOCALLY DETERMINED TIME TOO HIGH
119	1.48	LOCALLY DETERMINED TIME NEEDS CONTROL
95	1.18	TEACHERS IN OTHER AREAS WILL NOT COVER LANGUAGE ARTS ADEQUATELY
60	0.75	LEAVE AS IS
59	0.73	MORE EMPHASIS ON 3 R'S
52	0.65	MORE TIME REQUIRED FOR MATH
33	0.41	AESTHETIC EDUCATION NEEDS MORE TIME
30	0.37	DO NOT SEE MUCH CHANGE
27	0.33	EXPECTED TO COVER TOO MUCH
25	0.31	INTEGRATION NEEDS GUIDELINES
21	0.26	WILL NEED BETTER TEXT BOOKS
16	0.20	CONCERN ABOUT FUNDING
15	0.18	CONCERN ABOUT HOW THIS WOULD BE IMPLEMENTED IN SMALL SCHOOLS
13	0.16	NEED TO HAVE FRENCH
10	0.12	CONCERN ABOUT CONSISTENCY
4	0.05	MORE LANGUAGE ARTS AT GRADE ONE AND TWO AND THEN REDUCE
1	0.01	CONCERN ABOUT ANY REDUCTION IN TEACHING FRENCH
1	0.01	DOES THIS PROGRAM RECOGNIZE DESIGNATED SCHOOLS?
1	0.01	INTRODUCE SECOND LANGUAGE IN GRADE FOUR

APPENDIX B (Continued)

WRITTEN RESPONSES

Topic 7: Balance of Time Grades 6-9

#	%	Comment
1231	15.38	MORE TIME NEEDED FOR LANGUAGE ARTS
501	6.26	MORE TIME FOR HEALTH/PHYSICAL EDUCATION
210	2.63	450 MINUTES FOR LOCALLY DETERMINED OPTIONS TOO MUCH TIME FROM ACADEMICS/CORE
175	2.18	COMPUTER LITERACY IS NEEDED--COMPULSORY
139	1.73	AGREE
136	1.70	STUDENTS TOO IMMATURE TO MAKE CHOICES
125	1.56	STUDENTS MAKING DECISIONS NEED GUIDANCE
100	1.25	WHO DETERMINES LOCAL COURSES?
80	1.00	CONCERN REGARDING COMBINED HEALTH AND PHYSICAL EDUCATION
69	0.86	CONCERN RE: INTEGRATION OF LANGUAGE ARTS
66	0.82	DIFFICULT FOR SMALL SCHOOLS
66	0.82	APPROVE
66	0.82	NEED MORE TIME FOR MATH
53	0.66	GUIDANCE SHOULD BE A COMPULSORY SUBJECT
52	0.65	AESTHETIC EDUCATION SHOULD NOT BE COMPULSORY -- SHOULD BE AN ELECTIVE
50	0.62	ESSENTIALS NEED MORE TIME THAN PROPOSED
49	0.61	MORE TIME NEEDED THAN PROPOSED FOR AESTHETIC EDUCATION
46	0.57	MORE TIME REQUIRED IN HEALTH
40	0.50	NO CHANGES ARE NEEDED--WORKS FINE AS IS
37	0.46	ALREADY DOING THIS
32	0.40	TOO MUCH TIME PROPOSED FOR AESTHETIC EDUCATION
30	0.37	450 MINUTES FOR LOCALLY DETERMINED OPTIONS TOO MUCH TIME FOR UNKNOWN USES
26	0.32	GRADE 6 BELONGS WITH 4 AND 5 NOT 6-9
26	0.32	TEACHERS TRAINED IN NEW AREAS NEEDED
25	0.31	REDUCE TIME FOR OPTIONS
25	0.31	MORE TIME NEEDED FOR SOCIAL STUDIES
24	0.30	MORE TIME NEEDED FOR SCIENCE
23	0.28	CONCERNED ABOUT TIME REDUCTION OF GUIDANCE
23	0.28	TEACHERS NEEDED FOR AESTHETIC EDUCATION
22	0.27	SKILLS ARE POOR NOW--NEED THE TIME FOR LANGUAGE ARTS
20	0.25	OPTIONS NECESSITATE GUIDANCE BY TRAINED TEACHER/ COUNSELLOR
20	0.25	RURAL SMALL SCHOOLS LACK RESOURCES FOR LOCALLY DETERMINED PROGRAMS
20	0.25	SECOND LANGUAGE?

APPENDIX B (Continued)

WRITTEN RESPONSES

Topic 7: Balance of Time Grades 6-9 (Continued)

#	%	Comment
19	0.23	DIFFICULTIES WILL OCCUR FOR STUDENTS TRANSFERRING
18	0.22	GRADE 6 TOO IMMATURE FOR MIDDLE GROUP
17	0.21	CONCERNED ABOUT TRAINING OF TEACHERS TO TEACH LANGUAGE ARTS
17	0.21	DECISION MAKING OPTION IS NECESSARY
17	0.21	LANGUAGE ARTS SHOULD BE TAUGHT IN ALL SUBJECT AREAS
15	0.18	TOO MANY SUBJECTS IN TOO LITTLE TIME
14	0.17	NEED MORE INFORMATION
13	0.16	HOME ECONOMICS/INDUSTRIAL ARTS NEEDED
12	0.15	WHAT IS THE CONTENT OF LANGUAGE ARTS?
12	0.15	MORE GRAMMER AND BASIC WRITING SHOULD BE IN NEW COURSE
11	0.13	GOOD TO HAVE AESTHETIC EDUCATION IN DIVISION III
11	0.13	INCREASE INTEREST IN SCHOOL/KEEPS STUDENTS IN SCHOOL
11	0.13	MORE TEACHERS WILL BE NEEDED
10	0.12	MORE TIME NEEDED
9	0.11	INTEGRATION OF LANGUAGE ARTS GOOD IDEA
8	0.10	TIME ALLOTMENT ISN'T PRACTICAL FOR SMALL SCHOOLS
8	0.10	TOO MUCH TIME FOR GRADE 6
7	0.08	TYPING COMPULSORY BEFORE COMPUTERS
7	0.08	NEED FOR FAMILY EDUCATION
7	0.08	GREAT NEW HEALTH CURRICULUM NEEDS MORE TIME
7	0.08	CONCERN FOR INCORPORATING AESTHETIC EDUCATION
7	0.08	TIME ASSIGNMENT CONFUSING--NOT A GOOD STRATEGY
6	0.07	PROPOSAL REGARDING LANGUAGE ARTS IS REALISTIC
6	0.07	SHOULD ALLOW SOME OF LOCAL COURSES TO BE IN CORE SUBJECTS
6	0.07	MUST MADE GOOD USE OF 450 MINUTES
6	0.07	WHAT WILL WE DO WITH 450 MINUTES OF LOCAL OPTIONS
6	0.07	CONCERNS ABOUT COST
6	0.07	MORE INFORMATION ON ALL AREAS NEEDED
6	0.07	MEET NEEDS OF STUDENTS IN COMMUNITY
6	0.07	TOO MUCH TIME PROPOSED
6	0.07	TEACHERS WILL NEED LANGUAGE ARTS TRAINING
6	0.07	CONCERN REGARDING CONTINUITY WITH MULTI-GRADES
5	0.06	TEACHERS WILL NEED MORE PREPARATION TIME TO INTEGRATE LANGUAGE ARTS
5	0.06	NEW COURSE SHOULD BE REVISED TO BETTER MEET NEEDS
5	0.06	NEED LEISURE EDUCATION
5	0.06	MORE INFORMATION NEEDED
5	0.06	INDEPENDENT LEARNING WORTH PURSUING

APPENDIX B (Continued)

WRITTEN RESPONSES

Topic 7: Balance of Times Grades 6-9 (Continued)

#	%	Comment
4	0.05	AGREE HEALTH AND PHYSICAL EDUCATION COMBINED
4	0.05	MORE AUTONOMY FOR TEACHERS IS GOOD--USE STRENGTHS
4	0.05	ALREADY HAVE OPTIONS
4	0.05	USE OPTION TIME FOR GUIDANCE
4	0.05	LOCAL OPTIONS SHOULD MAKE UP CUT IN LANGUAGE ARTS
4	0.05	CONCERN REGARDING DIVISION OF TIME BETWEEN COMPONENTS
4	0.05	TIMETABLING PROBLEM WILL OCCUR
4	0.05	LANGUAGE ARTS SHOULD BE PART OF OPTION
4	0.05	CONCERN RE: ALL TEXTBOOKS WITH INTEGRATION
4	0.05	TOO MUCH OPEN TO INDIVIDUAL SCHOOL BOARDS FOR DECISIONS
4	0.05	WHAT HAPPENS TO THE DIVISION SYSTEM?
4	0.05	WHO PAYS FOR ADDITIONAL TEACHERS?
4	0.05	INTEGRATION REQUIRES MORE PREPARATION TIME FOR COMMUNICATION
4	0.05	GOOD FOR MIDDLE YEARS STUDENTS
3	0.03	AGREE WITH GROUPING GRADES 6-9
3	0.03	TEACHER/PARENT INVOLVEMENT NEEDED
3	0.03	IT WILL BE GOOD FOR POORER/VOCATIONAL STUDENTS
3	0.03	PUPIL/TEACHER/RATIO WILL HAVE TO BE REDUCED TO INTEGRATE LANGUAGE ARTS.
3	0.03	WHO WILL ENFORCE TIME ALLOTMENTS?
3	0.03	TOO MUCH TIME FOR MATH
3	0.03	ADD TIME TO DAY/YEAR FOR NEW COURSE
3	0.03	AGREE WITH PROPOSAL RE: LANGUAGE ARTS
3	0.03	LIKE INDEPENDENT LEARNING
3	0.03	MIDDLE YEARS NEED GUIDANCE
3	0.03	LITERATURE NEEDS MORE TIME
2	0.02	TOO MUCH TIME FOR GRADE 7
2	0.02	LESS TIME FOR PHYSICAL EDUCATION
2	0.02	RESTRUCTURING OF SCHOOLS NOW 6-9
2	0.02	ACTUAL PRACTICE WILL BE CRITICAL
2	0.02	OPTIONS SHOULDN'T BE ELECTIVES
2	0.02	45%-25% WOULD HAVE BEEN BETTER
2	0.02	CONCERNED ABOUT UNIVERSITY ENTERANCE ABILITY
2	0.02	NOT ENOUGH INFORMATION
2	0.02	ALCOHOL AND DRUG EDUCATION SHOULD BE OPTION
2	0.02	SCRAP THE GRADE SYSTEM
2	0.02	WHO PAYS FOR INSERVICE?
2	0.02	GRADE 6 NEEDS MORE TIME THAN GRADE 9 FOR LANGUAGE ARTS
2	0.02	HOW COULD FRENCH BE OFFERED AS A LOCAL OPTION?

APPENDIX B (Continued)

WRITTEN RESPONSES

Topic 7: Balance of Time Grades 6-9 (Continued)

#	%	Comment
2	0.02	AGREE REDUCED TIME HEALTH/PHYSICAL EDUCATION
2	0.02	LOST 40 MINUTES IN PROPOSAL
2	0.02	CONTENT IN ALL SUBJECTS WILL SUFFER WITH INTEGRATION
2	0.02	INCLUDE LITERATURE IN AESTHETIC EDUCATION
2	0.02	WILL THIS MEET THE NEEDS OF POORER STUDENTS?
1	0.01	STUDENT'S NEEDS MUST BE MET FOR PROGRAM TO BE SUCCESSFUL
1	0.01	UNDECIDED
1	0.01	AGREE TO TIME
1	0.01	"TOO CLOSE TO SOCIALISM"
1	0.01	PARENT INPUT ON SUBJECT IS NEEDED
1	0.01	STRIVES TO MEET LOCAL NEEDS
1	0.01	MORE TIME IS NEEDED FOR GRADE SIX LANGUAGE ARTS
1	0.01	DIVISION BETWEEN GRADE 8 AND 9
1	0.01	TIME IRRELEVANT UNTIL COURSE APPEARS
1	0.01	TOO MUCH INTEGRATION
1	0.01	LANGUAGE ARTS SKILLS SHOULD BE COVERED IN SHORTER TIME
1	0.01	TO INTEGRATE NEED TO IMPLEMENT HOME ROOM CONCEPT
1	0.01	LITERATURE SHOULD BE COMPULSORY
1	0.01	GRADE 6 TRANSITIONAL
1	0.01	ELECTIVES MAY BE OF NO VALUE IN POST-SECONDARY
1	0.01	HOME ECONOMICS/INDUSTRIAL ARTS AS LOCALLY DETERMINED OPTION
1	0.01	A REQUIRED COURSE FOR PASSING
1	0.01	POOR STUDENTS SHOULDN'T MISS OPTIONS FOR BASICS
1	0.01	WHAT IF LOCALLY DETERMINED OPTION'S ARE NOT IN CHILDS BEST INTEREST?
1	0.01	FLEXIBILITY GOOD FEATURE
1	0.01	LOCALLY DETERMINED OPTION TIME SHOULDN'T BE USED BY OTHER SUBJECTS
1	0.01	SECOND LANGUAGE AS LOCALLY DETERMINED OPTION
1	0.01	SCHOOLS WILL INTRUDE INTO AREAS NOT THEIR RESPONSIBILITY
1	0.01	POOR STUDENTS SHOULD MISS OPTIONS FOR BASICS
1	0.01	HEALTH FOR PARENTS TO TEACH
1	0.01	USE OPTIONS TO INCREASE PHYSICAL EDUCATION/HEALTH
1	0.01	GUIDANCE SHOULD BE LOCALLY DETERMINED OPTION FOR NON-ACADEMIC STUDENTS
1	0.01	OPTIONS SHOULD NOT BE COMPULSORY
1	0.01	CANADIAN HISTORY AND LITERATURE NEEDED
1	0.01	SECOND LANGUAGE TEACHING SHOULD BE COMPULSORY

APPENDIX B (Continued)

WRITTEN RESPONSES

Topic 8: Credits for Graduation

#	%	Comment
605	7.56	AGREE WITH MORE (24) CREDITS
198	2.47	PROPOSAL IS A GOOD IDEA
147	1.83	CONCERN REGARDING LANGUAGE ARTS REDUCTION
130	1.62	POORER STUDENTS CAN SUCCEED WITH 21 NOT 24 (MORE DROPOUTS)
119	1.48	WATERING DOWN OF CORE CONTENT WITH REDUCED TIME
118	1.47	PROBLEM FOR RURAL SCHOOLS
79	0.98	NEW COURSES MAY NOT BE ACCEPTABLE IN POST-SECONDARY
71	0.88	MORE 30 LEVEL CLASSES REQUIRED TO GRADUATE
57	0.71	REMAIN AT 21--OVER 21 SHOULD BE OPTIONAL
52	0.65	FILLS IN SCHOOL DAY - ELIMINATES SPARES
51	0.63	GUIDANCE NEEDED TO PICK CORRECT COURSES
45	0.56	A GOOD DEAL OF GUIDANCE WILL BE NEEDED
38	0.47	MORE FLEXIBILITY GOOD
36	0.45	24 CREDITS ALREADY REQUIRED AT SOME SCHOOLS
31	0.38	HIGHER THAN 24
30	0.37	AESTHETIC EDUCATION SHOULD NOT BE COMPULSORY
28	0.35	PHYSICAL EDUCATION/HEALTH SHOULD NOT BE COMPULSORY
25	0.31	MORE COMPULSORY CREDITS FROM BASICS
24	0.30	DISAGREE
24	0.30	STRONGLY DISAGREE WITH 100 HRS.= 1 CREDIT
23	0.28	DISAGREE--BASICS HAVE SUFFERED
23	0.28	HEAVY ENOUGH LOAD WITH 21--DON'T INCREASE
23	0.28	VARIETY WILL REQUIRE MORE STAFF
22	0.27	NO CHANGES NEEDED
22	0.27	WHERE WILL FUNDS FOR EXTRA STAFF COME FROM?
21	0.26	HIGHER CREDIT REQUIREMENT WILL LEAD TO FEWER GRADUATES
20	0.25	MORE SUBJECTS; MORE EXPERIENCES
19	0.23	SMALLER SCHOOLS WILL NOT HAVE ENOUGH VARIETY
19	0.23	TOO MANY OPTIONS
18	0.22	EITHER MORE TIME OR LESS CREDITS
17	0.21	ALREADY DOING THIS WITH NO PROBLEM
16	0.20	CHANGE MAY MEAN ENTRANCE EXAMS FOR UNIVERSITY
16	0.20	LEAVE TIME AS IS
15	0.18	MORE COMPULSORY ENGLISH 30 CLASSES
15	0.18	WILL GRADUATES MEET ENTRANCE REQUIREMENTS OUTSIDE SASKATCHEWAN
14	0.17	RURAL SASKATCHEWAN CAN'T OFFER MORE COURSES WHEN FACED WITH CUTS
13	0.16	AGREE ON TIME ALLOTMENT

APPENDIX B (Continued)

WRITTEN RESPONSES

Topic 8: Credits for Graduation (Continued)

#	%	Comment
13	0.16	24 CREDITS GREATER CHALLENGE--STUDENTS WORK HARDER
12	0.15	KIDS WILL TAKE EASY WAY OUT AND NOT TAKE WHAT THEY NEED
12	0.15	CHALLENGES WITH 24 WILL LEAD TO HIGHER EDUCATION GOALS
11	0.13	YES--GIVES BETTER BACKGROUND TO STUDENTS
10	0.12	NOT ENOUGH INFORMATION FOR DECISION
10	0.12	MORE HOURS, NOT LESS, SHOULD BE REQUIRED TO GRADUATE
10	0.12	WILL GIVE FREEDOM OF CHOICE IN GRADUATION
9	0.11	DEPARTMENT OF EDUCATION MUST ALLOW FOR MORE SPENDING
9	0.11	OPPORTUNITY TO LEARN SOMETHING THAT INTERESTS THEM
9	0.11	MORE LIFE SKILLS CLASSES
9	0.11	STRESS LEARNING NOT HOURS
8	0.10	WHAT IS AN "ALTERNATE DELIVERY MECHANISM"?
8	0.10	DO WE REALLY HAVE 100 HOURS OF CLASSROOM INSTRUCTION?
8	0.10	WHO REGULATES/DETERMINES QUALITY OF OPTIONS?
8	0.10	IS ENOUGH TIME AVAILABLE--MORE CREDITS IN LESS TIME?
7	0.08	DIFFICULTIES IF STUDENTS MOVE
7	0.08	FEW ALTERNATIVE DELIVERY SYSTEMS IN RURAL SCHOOLS
7	0.08	SMALL SCHOOLS CANNOT PROVIDE FOR UNIVERSITY-BOUND STUDENTS
6	0.07	DIFFERENT LEVELS OF GRADUATION-21=VOCATIONAL; 24=UNIVERSITY
6	0.07	NEED HOME MANAGEMENT COURSE (IE/ LIFESTYLE, FINANCE)
6	0.07	MORE CREDITS GIVE MORE FLEXIBILITY WHEN ENTERING POST-SECONDARY SCHOOLS
6	0.07	CAUTION REGARDING DELIVERY
6	0.07	COSTLY TO IMPLEMENT
6	0.07	SOCIAL STUDIES 30 SHOULD BE COMPULSORY
6	0.07	MUST REDUCE PUPIL/TEACHER/RATIO
5	0.06	COMPULSORY EIGHT CREDITS REQUIRED IN GRADES 10 - 12
5	0.06	MAY NEED GRADE XIII OR 5 YEAR DEGREE
5	0.06	TEACHERS WON'T HAVE TIME TO DO A GOOD JOB
5	0.06	CANADIAN HISTORY AND LITERATURE SHOULD BE COMPULSORY
5	0.06	PHYSICAL EDUCATION NOT A CREDIT CLASS
4	0.05	LONGER DAY/YEAR WILL BE NEEDED
4	0.05	EXTRA 3 CLASSES MUST BE TAUGHT WELL IN LIMITED TIME
4	0.05	NEED COMPUTER CLASSES
4	0.05	ALL POST-SECONDARY INSTITUTIONS SHOULD BE CONSULTED
4	0.05	EXTRA 3 WILL BE "EASIER" ALTERNATIVES

APPENDIX B (Continued)

WRITTEN RESPONSES

Topic 8: Credits for Graduation (Continued)

#	%	Comment
4	0.05	PROBLEMS REGARDING EVALUATION
4	0.05	PROVINCIAL EXAMS FOR GRADE XII
4	0.05	LEAVE LENGTH OF CLASS TIME--SOME ALREADY HAVE DIFFICULTIES
4	0.05	NEED A SECOND LANGUAGE
4	0.05	GOOD FOR SLOWER STUDENTS
4	0.05	CONCERN REGARDING INTEGRATION OF LANGUAGE ARTS
4	0.05	TOO MUCH LOCAL DECISION MAKING
4	0.05	CONCERN WITH MOVING FROM PROVINCE TO PROVINCE (6-12)
3	0.03	OPTIONS NOT AS VALUABLE AS CORE
3	0.03	ENOUGH TIME IN SCHOOL YEAR?
3	0.03	BETTER PREPARED TO MAKE CHOICES FOR THE FUTURE
3	0.03	AESTHETIC EDUCATION CONTENT SHOULD BE MONITORED
3	0.03	LIKE IDEA OF GRADE X LEAVING
3	0.03	TEACHER INSERVICE COSTS WILL INCREASE
3	0.03	DON'T LIKE CREDIT SYSTEM
3	0.03	"ALTERNATIVE" MEANS COULD HURT NON-UNIVERSITY STUDENTS
2	0.02	AESTHETIC EDUCATION SHOULD NOT BE A CREDIT CLASS
2	0.02	WILL THIS BE APPLICABLE FOR 1988 OR 2000?
2	0.02	CONSULTATION IN SCHOOL AND HOME NECESSARY
2	0.02	"TIMING" MORE IMPORTANT THAN "TIME"
2	0.02	MORE HEALTH/PHYSICAL EDUCATION
2	0.02	NEED "LEISURE EDUCATION" COURSES
2	0.02	GUIDANCE NOT AN OPTION
2	0.02	TEACHER INPUT IN COURSE CONTENT NECESSARY
2	0.02	SMALLER SCHOOLS DO NOT HAVE ENOUGH COURSES FOR SLOW STUDENTS
2	0.02	ALGEBRA SHOULD BE COMPULSORY
1	0.01	HEALTH IN DIVISION IV GOOD
1	0.01	STRUCTURES AND LANGUAGE IN PLACE WON'T ALLOW INNOVATION
1	0.01	FEWER COMPULSORY CLASSES NEEDED
1	0.01	TOO MUCH SPECIALIZATION FOR BEST INTERESTS OF STUDENTS
1	0.01	MORE LOCALLY DETERMINED OPTIONS NEEDED
1	0.01	VARIOUS DEGREES OF GRADE XII DIPLOMAS WILL BE NECESSARY
1	0.01	WILL THERE BE DIFFICULTY IF STUDENT CHANGES MIND?
1	0.01	GENERAL SCIENCES RATHER THAN SEPERATE (I.E. BIOLOGY, CHEMISTRY ETC.)

APPENDIX B (Continued)

WRITTEN RESPONSES

Topic 8: Credits for Graduation (Continued)

#	%	Comment
1	0.01	WHERE IS CORE INTEGRATION?
1	0.01	PRO-LIFE COURSES TAUGHT AT GRADE XII LEVEL?
1	0.01	HANDS-ON EXPERIENCE WOULD BE ALLOWED FOR IN CREDIT?
1	0.01	USE LOCALLY DETERMINED OPTIONS FOR LANGUAGE ARTS
1	0.01	ADJUST CONTENT TO NEW COURSE LENGTH
1	0.01	STAFF FOR AESTHETIC EDUCATION A PROBLEM
1	0.01	CREDITS GOTTEN THROUGH COMMUNITY COLLEGE SHOULD COUNT
1	0.01	FRANSASKOIS MINORITY SHOULD CONTROL OWN SCHOOLS

APPENDIX B (Continued)

WRITTEN RESPONSES

Topic 9: Balance of Time Grade 10

#	%	Comment
629	7.86	AESTHETIC EDUCATION NOT COMPULSORY
595	7.43	MORE LANGUAGE ARTS
297	3.71	HEALTH/PHYSICAL EDUCATION NOT COMPULSORY
290	3.62	LIKE THE IDEA OF PROGRAM CHANGE
235	2.93	COUNSELLING NEEDED TO MAKE THIS WORK
155	1.93	PHYSICAL EDUCATION AND HEALTH NEEDED AT THIS LEVEL
138	1.72	MORE COMPULSORIES, LESS ELECTIVES
119	1.48	COULD CAUSE PROBLEMS FOR SMALL SCHOOLS
102	1.27	LEAVE PROGRAM AS IT IS NOW
100	1.25	SUPPORT AESTHETIC EDUCATION
68	0.85	WANT TO KNOW MORE ABOUT AESTHETIC EDUCATION
63	0.78	AT LEAST KEEP 2 ENGLISH CREDITS COMPULSORY
62	0.77	SUPPORT ALL STUDENTS TAKING VARIETY OF SUBJECTS
61	0.76	CONCERN ABOUT TEACHERS BEING QUALIFIED TO TEACH PROGRAM
61	0.76	WORRIED ABOUT UNIVERSITY ENTRANCE REQUIREMENTS
55	0.68	SUPPORT MORE ELECTIVES
30	0.37	NEED FOR LOTS MORE MONEY WITH THIS
27	0.33	MORE MATH TIME
20	0.25	LITERATURE SHOULD BE IN AESTHETIC EDUCATION
19	0.23	HEALTH AND PHYSICAL EDUCATION SHOULD BE SEPARATE SUBJECTS
18	0.22	NEED BASIC LIFE SKILLS COURSE
16	0.20	TOO MANY COMPULSORY AREAS
12	0.15	STRONGLY OPPOSE AESTHETIC EDUCATION
11	0.13	TECHNOLOGY SHOULD BE A REQUIRED AREA
11	0.13	MORE MATH CHOICES
11	0.13	MORE SCIENCE
11	0.13	LESS LITERATURE MORE GRAMMAR
10	0.12	MORE LITERATURE
8	0.10	FRENCH SHOULD BE COMPULSORY
7	0.08	CAREER EDUCATION SHOULD BE COMPULSORY
7	0.08	SUPPORT DROP IN LANGUAGE ARTS TIME
7	0.08	SPLIT HEALTH AND PHYSICAL EDUCATION
6	0.07	MORE TIME FOR PHYSICAL EDUCATION
5	0.06	UNDECIDED
5	0.06	CONCERN ABOUT BAND BEING DROPPED
5	0.06	DO NOT LIKE GENERAL RATHER THAN SPECIALIZED COURSES
5	0.06	DO NOT LIKE DEFINITION OF AESTHETIC EDUCATION
5	0.06	TOO EXPENSIVE TO IMPLEMENT
5	0.06	DO NOT SEPARATE GRADE 10 FROM 11 AND 12

APPENDIX B (Continued)

WRITTEN RESPONSES

Topic 9: Balance of Time Grade 10 (Continued)

#	%	Comment
4	0.05	SOCIAL STUDIES SHOULD BE COMPULSORY
4	0.05	HEALTH SHOULD BE COMPULSORY
4	0.05	LIKE CONCEPT OF LOCALLY DETERMINED OPTIONS
4	0.05	LET'S TRY IT TO SEE IF IT WORKS
3	0.03	HOME ECONOMICS AND SHOP SHOULD BE REQUIRED
2	0.02	GREAT FOR GIFTED STUDENTS
2	0.02	ALGEBRA SHOULD BE COMPULSORY
2	0.02	IMPROVE PRESENT PROGRAM BUT NOT IN WAYS PROPOSED
2	0.02	WORRY AS TO SINCERITY OF MEETING STUDENT NEEDS
1	0.01	AESTHETIC EDUCATION AND PHYSICAL EDUCATION SELF-DIRECTED
1	0.01	TECHNOLOGY SHOULD NOT BE COMPULSORY
1	0.01	GENERAL SCIENCE SHOULD BE BROKEN INTO DISCIPLINES
1	0.01	WHAT DO STUDENTS THINK?
1	0.01	DON'T SEPARATE GRADE 10 FROM 11 AND 12

APPENDIX B (Continued)

WRITTEN RESPONSES

Topic 10: Balance of Times Grades 11 and 12

#	%	Comment
869	10.8	MORE LANGUAGE ARTS
418	5.22	AESTHETIC EDUCATION NOT COMPULSORY
395	4.93	LESS ELECTIVES MORE COMPULSORIES
270	3.37	NEED MORE COUNSELLING FOR THIS TO WORK
269	3.36	WORRIED THAT PROGRAM WON'T MEET UNIVERSITY ENTRANCE
241	3.01	HEALTH AND PHYSICAL EDUCATION NOT COMPULSORY
208	2.60	LIKE IDEA OF PROGRAM CHANGE
149	1.86	MORE ELECTIVES CAUSES PROBLEMS FOR SMALL SCHOOLS
121	1.51	LEAVE PROGRAM AS IT IS NOW
110	1.37	LIKE MATH BEING COMPULSORY
79	0.98	LIKE COMPULSORY SCIENCE
76	0.95	SOCIAL STUDIES SHOULD BE CANADIAN
72	0.90	WATERED DOWN, LOWERS STANDARDS
64	0.80	CONCERN THAT YOU CAN GRADUATE WITH ONE XII CREDIT
62	0.77	LIKE LOTS OF ELECTIVES
59	0.73	HEALTH AND PHYSICAL EDUCATION NECESSARY
41	0.51	SOCIAL STUDIES SHOULD BE COMPULSORY
40	0.50	NEED BETTER TEACHER TRAINING
38	0.47	SUPPORT AESTHETIC EDUCATION
36	0.45	COMPULSORY LIFE SKILLS, FAMILY LIFE NEEDED
35	0.43	WANT TO KNOW MORE ABOUT AESTHETIC EDUCATION
33	0.41	MORE COMPULSORY MATH
28	0.35	MORE COMPULSORY SCIENCE
27	0.33	KEEP AT LEAST TWO COMPULSORY ENGLISH CLASSES
20	0.25	LIKE INCREASE IN NUMBER OF CREDITS
20	0.25	NEED MONEY FOR AESTHETIC AND PHYSICAL ED. FACILITIES
17	0.21	FRENCH SHOULD BE COMPULSORY
16	0.20	TOO EXPENSIVE TO IMPLEMENT
16	0.20	SUPPORT DROP TO ONE LANGUAGE ARTS CREDIT
15	0.18	MORE BUSINESS AND ECONOMICS
15	0.18	MORE LITERATURE
14	0 17	SUPPORT ALL STUDENTS TAKING VARIETY OF SUBJECTS
14	0.17	TOO MANY AREAS AND TOO MANY CREDITS REQUIRED
12	0.15	TEACHERS WON'T HAVE ENOUGH TIME
11	0.13	TOTALLY DISLIKE ENTIRE PROPOSAL
10	0.12	SHOULD BE ACADEMIC AND VOCATIONAL STREAMS
9	0.11	TECHNOLOGY SHOULD BE A REQUIRED AREA
9	0.11	HISTORY/SOCIAL STUDIES SHOULD BE COMPULSORY
8	0.10	NEED STANDARDIZATION ACROSS THE COUNTRY
8	0.10	MORE GRAMMAR LESS LITERATURE
7	0.08	STRONGLY OPPOSE AESTHETIC PROGRAM

APPENDIX B (Continued)

WRITTEN RESPONSES

Topic 10: Balance of Time Grades 11 and 12 (Continued)

#	%	Comment
7	0.08	LIKE IDEA OF GRADE 10 COMPLETION CERTIFICATE AS WELL AS 12
6	0.07	LIKE THE STUDENT CHOICE ALLOWED
6	0.07	LESS TIME FOR TEACHERS
5	0.06	QUESTION COMPULSORY APPLIED CREDITS-CUTS ACADEMICS
5	0.06	TEACH AGRICULTURE
4	0.05	HARD FOR STUDENTS TO TRANSFER
4	0.05	ROTATE TEACHERS RATHER THAN BUSSING STUDENTS
3	0.03	HISTORY SHOULD BE HISTORY NOT CURRENT EVENTS
3	0.03	SCIENCE AND MATH SHOULD BE MORE GENERAL LESS ACADEMIC
3	0.03	ALGEBRA SHOULD BE COMPULSORY
3	0.03	LIKE IDEA OF SPECIALIZED ENGLISH COURSES
2	0.02	NEED TO REGULATE ELECTIVES OFFERED
2	0.02	HOW TO ACCOMMODATE STUDENTS WITH VARYING BACKGROUNDS?
2	0.02	LET'S TRY IT TO SEE IF IT WORKS
1	0.01	ENGLISH SHOULD BE ONLY COMPULSORY AREA
1	0.01	KEEP BAND
1	0.01	MIGHT RESTRICT STUDENT CHOICE LATER
1	0.01	DO NOT AGREE WITH DEFINITION OF AESTHETIC EDUCATION
1	0.01	MORE TIME NEEDED FOR PHYSICAL EDUCATION AND HEALTH
1	0.01	TECHNOLOGY SHOULD NOT BE COMPULSORY
1	0.01	FRANCOPHONES SHOULD TAKE FRENCH AND ENGLISH THROUGH SCHOOL
1	0.01	COURSES WILL PREPARE STUDENTS FOR POST-SECONDARY STUDIES
1	0.01	SOCIAL STUDIES AND CANADIAN HISTORY COMPULSORY IN 11 AND 12

APPENDIX C

LETTERS TO DEPARTMENT

Summary of Individual Comments

		Number of Letters
1.	Language Arts need increase in time	304
2.	A Literature component is needed	187
3.	Maintain consistent standards	94
4.	Aesthetic Education should be an option	45
5.	Concern for decrease standards in Rural Education	41
6.	Require an increase in response time	31
7.	Physical Education should be an option in secondary level	30

APPENDIX D

BRIEFS FROM GROUPS AND ORGANIZATIONS

Summary of Comments From Groups

1. Concerns about the reduction in time allocated to teaching Language Arts.
2. Requests that Health and Physical Education stand as separate subjects.
3. Statements of support for common essential learnings.
4. Concerns expressed about maintaining consistent standards.
5. Requests that ample opportunity for guidance and career counselling be available.

Groups and Organizations Submitting Briefs

College of Physical Education - University of Saskatchewan

Saskatoon Board of Trade

Saskatchewan Voice of the Handicapped

Canadian Parents for French - Saskatchewan

Family Life Education

Saskatchewan Medical Association

ACTRA - Alliance of Canadian Cinema, Television and Radio Artists

Saskatoon Youth Liaison Committee

Language Arts/Reading Subject Area - University of Regina

Department of English - University of Regina

Health and Physical Education, College of Education, University of Regina

Moose Jaw Council for Exceptional Children

Canadian National Institute for the Blind

Groups and Organizations Submitting Briefs (Continued)

Industrial and Technical Division - Advanced Education and Manpower

Saskatchewan Institute of Agrologists

Saskatchewan Home Economics Association

Saskatchewan Writers Guild

Saskatchewan Agricultural Employment Development Committee

Saskatchewan Registered Nurses' Association

Saskatchewan School Trustees Association

Saskatchewan Association for Children and Adults with Learning Disabilities - Regina Chapter

Social Work Practicum Class (Winter 1986)

Bedford Road Collegiate Staff

Mount Royal Collegiate - Teachers of English

Ad Hoc Committee on Division IV English - Saskatoon

Saskatoon K-12 Home Economics Curriculum Committee

Miller Comprehensive High School Staff

Meadow Lake School Division #66 - Division Board

Holy Cross High School, Communications Department

Victoria School Staff - Saskatoon

Yorkton School Division #93 - Board of Education

Yorkton Catholic School Division #86

Canadian Association of Geographers - University of Regina

Swift Current School Division #94 - Professional Staff

Kelsey Institute - Health Science Division

Kerrobert Athletic Association

Health Education Association

Groups and Organizations Submitting Briefs (Continued)

Regina Board of Education Health and Family Life Education Advisory Committee

Saskatoon Catholic Schools

Saskatchewan Council for Education of Gifted Learners Executive

Saskatchewan Drama Association

Regina Board of Education, Division IV English Curriculum Committee

Saskatchewan Technical Institute